



School Improvement Plan 2019 - 2020



**Jeff Davis County
Jeff Davis Primary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Jeff Davis County
School Name	Jeff Davis Primary School
Team Lead	Marcella Alexander

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input checked="" type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve Tier I instruction in ELA and Math through the continued implementation and maintenance of a coherent instructional system that supports the delivery of a guaranteed and viable curriculum.
Root Cause # 1	There is a need for consistent fidelity to implementation of agreed up on instructional strategies.
Root Cause # 2	There will be a high percentage of new staff for the FY20 school year.
Root Cause # 3	Some staff continue to need training and/or support in instructional programs and delivery.
Root Cause # 4	There is a need for consistent fidelity to a systematic and collaborative process for analyzing and planning instruction.
Root Cause # 5	Staff and content teams continue to need support during PLCs.
Goal	By the end of the 2018-2019 school year, JDPS will improve Tier I instruction by working collaboratively to continually revise and utilize all Tier I curriculum documents in order to maintain a coherent instructional system.

Action Step # 1

Action Step	The members of each content team will work together on a regular basis to review and refine curriculum documents that drive Tier I instruction.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Completed documents, Meeting minutes
Position/Role Responsible	Content Team Members: ELA and Math, Administrative Team
Timeline for Implementation	Others : August FY20 - May FY20

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a	
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Action Step # 1

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	The members of each content team will work together on a regular basis to utilize curriculum documents and plan for delivery of Tier I instruction.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Completed documents, Meeting minutes
Position/Role Responsible	Content Team Members ELA and Math, Administrative Team
Timeline for Implementation	Others : August FY20 - May FY20

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Administration will monitor the collaborative work of teams as they refine and utilize curriculum documents while planning for delivery of Tier I instruction.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Completed documents, meeting documentation, observation notes
Position/Role Responsible	Administrative Team
Timeline for Implementation	Others : August FY20 - May FY20

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	The administration and content teams will ensure that all team members have access to needed training, knowledge, resources, documents and support required to effectively implement the instructional plans.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 4

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Sign In Sheets and Agendas, Newsletters, and Conference Notes, Redelivery Plans, Google Documents Shared, Instructional Plans
Position/Role Responsible	Administrative Team, Content Team Members ELA and Math
Timeline for Implementation	Others : August FY20 - May FY20

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	The members of each content team will consistently implement a coherent instructional system as defined and supported by the completed curriculum documents through the delivery of effective instruction.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment

Action Step # 5

Method for Monitoring Implementation and Effectiveness	Completed Documents, Classroom Observations, Collaborative Meeting Documentation
Position/Role Responsible	Administrative Team, Content Team Members ELA and Math
Timeline for Implementation	Others : August FY20 - May FY20

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Administration will monitor the implementation of a coherent instructional system as defined and supported by the completed curriculum documents in the classroom.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Completed Documents, Classroom Observations, Collaborative Meeting Documentation and Lesson Plans
Position/Role Responsible	Administrative Team
Timeline for Implementation	Others : August FY20 - May FY20

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a	
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Action Step # 6

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	JDPS administration and teachers will communicate academic expectations for students through a variety of ways including newsletters, conferences, and other meetings.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	School-Parent Compacts, Parent and Family Engagement Policy, Conference Documentations, Classroom and Teacher Communication
Position/Role Responsible	Administrative Team and Content Teachers
Timeline for Implementation	Others : August Fy20 - May FY20

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 OverarchingNeed # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve Tier I assessment in ELA and Math through the continued implementation and maintenance of a coherent assessment system that supports the delivery of a guaranteed and viable curriculum.
Root Cause # 1	There will be a high percentage of new staff for the FY20 school year.
Root Cause # 2	There is a need for a systematic and collaborative process for grading in order to ensure consistency across all content areas and grades.
Root Cause # 3	Consistent and systematic data analysis protocols are needed.
Goal	By the end of 2019-2020, JDPS will improve Tier I assessment in ELA and Math through the continued implementation and maintenance of a coherent assessment plan that includes criteria for common assessments and student proficiency.

Action Step # 1

Action Step	The members of each content team will collaborate regularly to determine and review agreed upon guidelines and criteria for common assessments and student proficiency in ELA and Math for Tier I.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Completed Documents, Meeting Documents, Assessment Plans
Position/Role Responsible	Content Team Members ELA and Math
Timeline for Implementation	Others : August FY20 - May FY20

What partnerships with IHEs, business, Non-Profits,	
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Action Step # 1

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	The administration and content teams will ensure that all team members have access to needed training, knowledge, resources, documents and support required to effectively implement the assessment plans.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Completed documents, Meeting and Training documentation, Shared Documents in Google Drive
Position/Role Responsible	Administrative Team, Content Team Members ELA and Math
Timeline for Implementation	Others : August FY20 - May FY20

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Administration will monitor the collaborative work of teams as they refine and utilize assessment plans and documents.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Completed Documents, Meeting Documents, Assessment Plans
Position/Role Responsible	Administrative Team
Timeline for Implementation	Others : August FY20 - May FY20

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Content teams will implement the assessment plan and administer agreed upon assessments.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 4

Subgroups	Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Assessment Plans, Assessments, Assessment Results
Position/Role Responsible	Content Team Members ELA and Math
Timeline for Implementation	Others : August FY20 - May FY20

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Content teams will review assessments results and analyze the classroom and student data using the agreed upon proficiency criteria.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Assessment Plans, Assessments, Assessment Results, Data Analysis Findings
Position/Role Responsible	Content Team Members ELA and Math
Timeline for Implementation	Others : August FY20 - May FY20

Action Step # 5

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	The administrative team will monitor content teams as they review assessments results and analyze the classroom and student data using the agreed upon proficiency criteria.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Assessment Plans, Assessments, Assessment Results, Data Analysis Findings, Observation Notes
Position/Role Responsible	Administrative Team
Timeline for Implementation	Others : August FY20 - May FY20

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	The administration and staff will communicate assessment expectations and results to parents and families through letters, newsletters, parent meetings, conferences, and Parent Portal.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Documentation of letters, newsletters, parent meetings, conferences, and Parent Portal.
Position/Role Responsible	Administrative Team, School Staff
Timeline for Implementation	Others : August FY20 - May FY20

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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SCHOOL IMPROVEMENT PLAN

3 Required Questions

Required Questions

<p>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</p>	<p>Advice and input from various individuals was sought during several meetings that were held from March through June, including three public stakeholder meetings, school staff meetings, and school council meetings. The existing school improvement plan and data from FY19 were shared during these meetings and guiding questions were asked that assisted participants in reviewing the plan and giving feedback. Additionally, the FY19 plan and draft of the FY20 were posted on the school website and input was requested via social media.</p>
<p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>Careful attention is given to hiring qualified teachers and scheduling of all students. Student data cards are completed at the end of each year and used to guide student scheduling for the upcoming year. Teacher input and administrative guidance also ensure that students are equitably served.</p>
<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>We will meet the needs of all children in the school in a variety of different ways and will particularly address the needs of students most at risk for not demonstrating grade level proficiency or meeting benchmarks on time that are directly related to state achievement standards. Differentiated instruction will be used to meet the needs of all students in reading and math classes. Targeted assistance will be provided during small, flex groups. In order to provide support for differentiation, four Title I paraprofessionals rotate through classrooms to assist with differentiated, small group reading instruction. JDPS has added three additional part-time positions to assist in improving student achievement. These three teachers will provide additional instructional support to targeted small groups of students. Additionally, connections teachers will assist in regular education classes when possible during specified periods of instruction.</p> <p>Inclusion classes provide opportunities to mainstream our special education students into regular classes where they receive grade level instruction and interact with grade level peers. A pull-out program for our EL learners provides them with additional assistance in comprehending and utilizing the English language. iLearn (math) and iRead (ELA) computer programs are used by all students to provide targeted remediation and/or acceleration through individual learning paths created for students.</p> <p>To strengthen the core program, JDPS has implemented a reading model designed by the reading architects of the Striving Reader Program. The model includes the following components; an interactive read aloud for the purpose of modeling and thinking aloud comprehension strategies as well as teaching rich vocabulary; shared reading for the purpose of exposing all students to</p>

<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>grade level text; small group differentiation for the purpose of teaching students at their level; and writing. JDPS is continuing to use: 1) Read Well which allows students to work at their reading level regardless of grade level; 2) "Walk to Read" or cross-grouping for students whose needs are best met in a reading group in another classroom; 3) Bookworms for interactive and shared reading and writing. (Bookworms lessons utilize Lexiled books with lessons that address the Georgia Standards of Excellence.); and 4) Eureka Mathematics as the base math program in all grades. We will also continue to focus on developing efficient professional learning communities and implementing the 7 Mindsets.</p> <p>JDPS collaborative teams will continue to prioritize standards, set learning targets, identify achievement criteria and review and refine all curriculum documents. Assessment protocols and plans will be implemented that ensure common assessments, common grading, and ongoing assessment analysis occur. We will increase the amount and quality of learning time by protecting and maximize instructional time by minimizing transition time and disruptions. Science and social studies topics are incorporated into reading, writing, and listening activities. If funds are available, afterschool and summer programs will be offered.</p>
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<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>JDPS is a school-wide Title I school.</p>
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<p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>We plan activities for assisting preschool students in the transition into the primary school by having them visit the primary school and taking a tour of the building in the spring of the year. Also, the school improvement specialist meets with the parents of the preschoolers in April or May to tell them about the primary school and share a slide show of what a day in kindergarten looks like. Second graders visit the elementary school in late spring to tour that building. There is ongoing communication among School Improvement Specialists for vertical planning purposes and to ensure seamless transitions from building to building.</p>
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<p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Not applicable to JDPS</p>
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<p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Jeff Davis Primary School utilizes an in-house school suspension program that moves students from the lunchroom setting, recess, and/or connection type classes. Students are very seldom removed from the regular classroom setting for a full day. ISS is used as more of a time out setting in which students are removed immediately for a short period of time, as supported by research. This applies to all students at Jeff Davis Primary School.</p>
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ADDITIONAL RESPONSES

<p>8 Use the space below to provide additional narrative regarding the school's improvement plan</p>	<p>-</p>
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